

# AMERICAN JOURNAL OF EDUCATION

Universal Education—The Safety of a Republic.

VOL. XXI.

ST. LOUIS, AUGUST 9, 1888.

No. 8.

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Please mention this Journal in answering advertisements.

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ST. LOUIS. AUGUST 9, 1888.

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Printed for the Editors, by PERRIN & SMITH, and "Entered at the postoffice at St. Louis, Mo., and admitted for transmission through the mails at second-class rates."

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THE system of instruction in the Western Conservatory of Music, at Rolla, Mo., embracing as it does, private lessons, class recitations, ensemble drill, recitals, lectures, public concerts, etc., is a great credit not only to this beautiful city on the "Ozarks," but to the Pres't, Prof. E. H. Scott. The courses of study are complete, and thoroughness characterizes the work in all the departments.

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It is by the counsel of these patriotic, intelligent statesmen; by the meditation of scholars and philosophers, and the enthusiasm of our orators, that the history of mankind is preserved, rehearsed and confirmed.



St. Louis, August 9, 1888.

J. B. MERWIN .....	Managing Editor
HON. R. D. SHANNON,	
PROF. J. BALDWIN	Associate Editor.
PROF. G. L. OSBORNE,	
PROF. R. C. NORTON,	

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WHY should we treat people who come here from other countries any better than we treat American born citizens? We had to live in this country twenty-one years before we were allowed to vote!

LET US arrange as early as practicable to do so, to keep our schools open nine months in the year, and be liberal enough to pay a minimum salary of \$50 per month.

CAPT. LESUEUR, of the Lexington *Intelligencer*, is a candidate for Secretary of State. He is a man of integrity and ability—the soul of honor, and would add strength and character to the ticket of any party.

J. B. MERWIN, Managing Editor of the AMERICAN JOURNAL OF EDUCATION will deliver an address before the Teachers' Institute of Audrain County, Mexico, Mo., August 16th, in the evening. Subject: 'The New Era in Education.'

COL. W. R. GARRETT, of Nashville, Tenn., Dr. G. W. F. Price, Prof. J. A. B. Lovett of Huntsville, Ala., and other members of the Southern Delegation, return home, not only delighted with their royal reception and treatment in San Francisco, but enthusiastic for the success of the meeting in Nashville in 1889.

They express themselves freely that every expectation of the pleasure and magnificence of the trip going and of their stay in California, was more than realized, and they are profuse in their thanks for what the AMERICAN JOURNAL OF EDUCATION was instrumental in doing to induce a large attendance.

The officers of the National Educational Association for the ensuing year are: A. P. Marble, President; J. H. Canfield, Secretary; E. C. Hewitt, Treasurer.

Among the Vice-Presidents elected were: Hon. Ira G. Hoitt, State Supt. Public Instruction, California; W. R. Garrett, of Nashville, Tenn.; Dr. Wm. T. Harris, of Concord; and State Superintendent Higbee, of Pennsylvania.

THE report for 1887-88 of the Missouri State Normal School of the First District, Kirksville, Mo., makes a most creditable showing, and the state is to be congratulated upon the ability displayed by President J. P. Blanton.

The recognition given James Baldwin is alike generous and intelligent, and the JOURNAL while indorsing it may be allowed to add that Prof. Blanton seems to have been quite as successful in the new conditions which have marked his administration. It is evident that the JOURNAL's views of the teacher's need for a liberalizing education, meet with endorsement by the Kirksville Normal.

As predicted by the JOURNAL, the Manual Training Exhibit made in San Francisco resulted in securing for Professor Woodward the prize, and for St. Louis the honor. Professor Woodward has become the most conspicuous representative of Manual Training as an element of intellectual education and will be taken to illustrate the views which he holds.

Manual Training is really opposed by few, as the vexed question is rather whether it should be furnished by special schools, or be made an integral part of general education.

Professor Woodward represents the latter school of educators, and his singleness of purpose well-qualifies him to lead their battalions.

The JOURNAL advocates all forms of education and believes that from legitimate controversy spring clearer and sounder views.

The public has had need of an agitation which should compel their

attention, and lend strength to the greater value of living teachers over the most cunningly devised of self-executory systems.

A RECENT visit from Prof. J. P. Blanton of the Kirksville Normal, and Prof. McMillan of Mexico, has lent strength to the JOURNAL'S views in regard to general education as a factor of success in the school-room. While Prof. Blanton was at Mexico he organized a library in connection with the High School, and the intelligent efforts of Prof. McMillan have fostered interest in the study of English Literature and in good reading as a profitable recreation.

If teachers everywhere will exert themselves to bring their pupils into communication with the most stimulating thoughts of our greatest writers, they will find their hands strengthened and their labors made pleasant and permanent.

Well chosen books for reading and reference can be had without great expense, and every school district should be provided with a usable library. The voluntary reading of choice writings will accomplish more than drill in methods.

IT is not the fact that the St Louis Schools and the Manual Training School won prizes at the National Educational Exhibit in San Francisco that pleases us—and over which we rejoice—quite so much as the conviction that strong, persistent efforts were made to deserve the credit thus given to our pupils.

We remember, too, that the Schools of San Francisco courteously withdrew from competition, and voted not to be a "competitor." The kindergarten work and the drawing in San Francisco ranks with that done in any other city on the Continent.

OUR teachers have been in the past—they are to-day the acknowledged leaders of the human race in the career of human improvement.

MENTAL illumination, such as our teachers give constantly, must be regarded as an operative cause the most powerful in the redemption of every suffering class.

Its champions, though they work on unknown and unrecognized, nay even perish—are the world's martyrs.

Hearts everywhere beat quicker when their names are mentioned. The scenes of their labors, their heroism, are perpetually hallowed, and their memory becomes an universal benediction.

In all our schools study is steadily pursued and progress is secured without attempting to anticipate results, either by springing forward after crude theories or going back to copy extinct forms.

Is not this the rational method to pursue?

We think so.

THESE teachers and their associates work on silently but successfully against ignorance and selfishness until they have laid broad and deep the solid basis of a mighty and lasting civilization.

LET us tone up public sentiment until the schools are kept open nine months in the year, and the minimum salary paid shall be at least \$50 per month.

We can afford to do this in every State in the Union—or rather we cannot afford to do less than this.

CIRCULATE the papers—keep the people posted as to the extent and danger of illiteracy on the one hand, and the increased earning capacity of intelligence on the other hand.

Our teachers have a great work to do in this direction.

Circulate the papers.

IF necessary we must do more than resist and rest on the defensive—we must assert the right, and attack old prejudices and old fogism.

THIS teaching, which merely drifts and floats—which directs nothing, centralizes nothing, vivifies nothing—have we not had enough of this already? nay, too much!

THE wise, are wise, because they think no price too high to pay for wisdom.

WOULD it not be better and wiser to see this school system in its designed outcome and entirety—than to undertake to overcome and prate about and spread its defects.

EXPERIENCE is the best of schoolmasters—only the school-fees are heavy.

THE poorest human soul is infinite in wishes; and we must learn that the infinite Universe was not made for one, but for all.

To go forth, to awaken, to inspire, to march at the head of the column, to think, to act, makes it worth while to be a teacher in this new age.

The teacher is an intelligence—a feeder of souls—an inspirer to heroic action—a saviour of men.

INTO the midst of these goers and comers that we call society, the teacher comes to build anew a nobler citizenship.

LIKE a sunbeam this light of intelligence, kindled into a glow by our teachers, is streaming over the face of the earth.

SOME of our friends fail to realize the fact, that systems change and die; but beneath their surface there is an immortality which cannot suffer diminution of any kind, but must constantly and eternally *evolve* something better. Each time and age and septum has a separate idea to illustrate, exemplify and establish, and the real, grand truth inculcated by all these successive attempts remains—when each teacher shall have disappeared.

#### A NEW ENERGY.

OUR teachers and school officers began to realize, and, to act too, upon the important truth so plainly stated by Prof. S. S. Parr, that "the live teacher who provides herself with the proper tools for teaching commands from \$10 to \$50 a month more than the one not so provided, because so much more work and so much better work can be done with the proper tools for teaching."

They see how with this very small outlay, for some "some tools to work with," new interest will be kindled and a new energy can be imparted to the children in school.

Instead of drinking at a stagnant pool, and becoming themselves more stagnant, and relapsing in body and mind into nothingness, you will see how, by the use of these things, they will be vitalized and energized in life, study and work.

New hopes will be kindled.

New ambitions started.

With eager steps they will press to these living fountains, and catch early the real value and import of every lesson.

Nay, more—they will become themselves, through these helps, a living reservoir of energy, wisdom and success, passing on and up, reflecting honor upon those who taught and aided them, paying back many fold, in many ways, by all elevating and ennobling influences, the trifles it costs to start them.

How many children do you suppose attend school until the common branches are completed?

We cannot give the figures for country schools, because no record is kept.

If your district is making a better

showing than the well organized schools of Chicago, it is an exception. If, then, the following figures are true of our large cities, it is safe to conclude that the country schools are not much better.

In the Chicago primary schools there are enrolled..... 18,651

The second year the number decreased to..... 10,251

The third year..... 8,947

The fourth year..... 6,184

The fifth year, or pupils 10 and eleven years of age only ..... 4,701

Only 4,701 pupils at the age of eleven years remain in school out of 18,651 who started at the age of six years.

Or in other words 8,950 pupils have ceased to attend school at eleven years, who started at six years of age.

#### EDUCATIONAL CONTROVERSIES.

THE American idea of education is still a favorite theme for declamation, while it is rarely seized in its entirety. Education, like all other national institutions, has been an outgrowth from the soil of self-help, and the right of every individual to seek his own advancement, in so far as he does not invade the rights of others.

In the early days education was regarded as a preparation for the professions, and therefore imitated the academical instruction of England. The non-professional man was supposed to need nothing beyond the merest elements, and the persistence of this

idea is shown by the effectiveness of the cry—"The Three R's." Men who, having had but little "schooling," still won for themselves success in the competitions of business life, have come to regard an elementary education as sufficient, and a more generous preparation as an extravagance.

#### ELEMENTARY EDUCATION.

As the American proposes to possess himself of all advantages which suit his condition, we have an increasingly large number of persons who think that an acquaintance with the "Three R's." must be supplemented by an introduction to the other elements of our complex civil life. Hence there is an apparent opposition between those who differ in their ideas of what constitutes an elementary education.

Again, the American idea lays stress not upon the accumulation of facts, but upon an increasing command of one's faculties. The Kindergarten, modified in accordance with our national peculiarities, has been welcomed because it encouraged self-activity in contrast with the didactic instruction imitated from Europe. The formal systems of public instruction have been censured because they laid emphasis upon elements not specially valued by the American public. The self-effacing obedience of foreign discipline, the mistaking of formalism for order, the confounding of methods with ends—have been opposed because

they are alien to the American idea. The American is to be taught to be more than passively obedient—a respecter of natural not arbitrary order—order not orders,—and to realize that he himself is to invent methods for attaining ends which remain constant.

#### FREE ACTIVITY IN EDUCATION.

Free activity is the essential principle of American life. At home, on the street, in public places, even the child is recognized as having a child's rights and as himself expected to recognize in a childish way the responsibility for free and intelligent activity. He is expected to learn the customs which surround him, the proprieties of different phases of life, the limits of these proprieties, and to respect them—not through compulsion, but—of his own free will. So the school is supposed to conduct its instruction in accord with this spirit, and to develop the child, and not to crush his individuality and paralyze his mental energy by diverting it into channels which flow away from the needs of active life. The child is to be regarded as the coming man, and his instruction and discipline must have regard to his qualifications for an adequate discharge of his responsibilities as a man.

#### OBJECTS AND METHODS.

There can be no difference among Americans as to the object sought, but the infinite variety of human interests naturally causes disagreements as to methods.

The education of the past has shown that natural ability may give us a Franklin, a Lincoln, a Sheridan: and hence many conclude, somewhat hastily, that because exceptional persons can contend successfully with unfair disadvantages, it is to the interest of the community to restrict its recruiting service to men of exceptional ability. Still this way of looking at the subject is not American, but rather the persistence of alien ideas.

While self-reliance and self-help are factors in American life, they do not exclude a belief in the value of the individual and his natural right to a participation in the warfare of human life. It has been the failure to reconcile these ideas which has led to discontent; and it is as one selects one of the factors or all of them that he identifies himself with the contending schools in education.

To avail oneself of the ubiquity of the press, in order to be everywhere at the same time, with a consoling thought and an inspiration for good—thus it is to be a real teacher, a successful leader.

Men and women who do work of the magnitude our teachers do—in unlocking the vast possibilities of the human mind, belong not to one people or one time, but to all people of all time.

## ABOVE FACTIONS.

THE *Current*, of Chicago, urges that a President should be the representative of no faction, but of the common interests. It is possessed with the belief that no faction is strong enough, as no faction should be strong enough, to deprive the majority of representation by the election of the candidate of a faction.

It is on this ground that the JOURNAL feels an active interest in the election of David R. Francis as Governor of Missouri.

An active participation in the commercial enterprises of St. Louis—a Mayoralty which has shown that he views these relations from a higher standpoint than that of personal interest; an opportunity for putting beyond doubt that he is too large-minded to overlook the just claims of any section or any applicant; an unusual opportunity for demonstrating that he is equal to any occasion;—these constitute in the case of D. R. Francis, a qualification not aspired to by the candidates who base their hopes of success entirely upon their "strength in the country."

St. Louis is the commercial centre of the State, and D. R. Francis as the candidate who fairly represents this interest at its best—as associated with the other interests of the people instead of as opposed to all interests but its own—is a candidate free from local prejudice and giving assurance of efficient and intelligent discharge of the Gubernatorial responsibilities.

## HORACE E. SCUDDER.

THE National Educational Association, at its recent meeting, introduced a new feature much to be commended: the presentation of views by a specialist not directly engaged in educational work. Mr. Horace E. Scudder, well and favorably known to the reading public, told of "Literature in the Public Schools," and his paper is to be found in the August *Atlantic*. Mr. Scudder does not lose sight of the end in the means, but recognizes the priceless value of early association with such American writers as have become classics, and whose works breathe the spirit of the highest and most distinctive national achievement.

It is fortunate for the interests of the young that Mr. Scudder has been occupied in Juvenile Literature, and that he was induced to write his History of the United States—a history standing alone in its union of accurate scholarship, appreciation of historical significance and interest of presentation.

Without underrating Mr. Scudder's more ambitious work as editor, biographer, and journalist, we believe his most permanent claim will be found in his service to the education of the young, and his recent article may well illustrate the extent and character of his probable influence.

Mr. Scudder, as a *littérateur*, knows that education depends more upon the spiritual atmosphere than upon the drill in detailed facts. His advice has the breadth, the sanity of one who is "a shepherd and not a mercenary."

We commend the magazine article to teachers in elementary schools, for it will be more remunerative than volumes about methods; and the feasibility of Mr. Scudder's plan is as great as its profitableness.

## RE-DISCOVERIES.

WE wonder whether—when Francis has been elected Governor—Missouri, at least within the limits of St. Louis, there will be a proper pride in local achievement? The fact that the Eastern States are re-discovering St. Louis discoveries, is what brings this query to our mind.

Among the most recent illustrations is the scheme of The Bibliographer and Reference List (Buffalo, Moulton, Wenborne Co.), which furnishes monthly lists and descriptions of the most usable works upon topics such as the History of Literature, Eloquence and Oratory, The Tariff, &c.

The idea of this convenience is doubtless original, so far as concerns the publishers, and yet the Public Library Bulletins were an earlier realization of the same idea. So, too, the vast work accomplished by the Chautauqua Society was foreshadowed by enterprises inaugurated in St. Louis.

Missouri has various claims upon the world of education, but for the present we are content to mention several causes for the eminence of Dr. W. T. Harris.

To Dr. Harris is due the system of Flexible Grading which solved one of the most troublesome problems of the public school system.

To Dr. Harris we owe the earliest and most rational recognition of the proper claims of Science as an element of school study.

To Dr. Harris we are indebted for so judicious a use of phonetics that progress in reading was at least doubled.

To Dr. Harris belongs the credit of introducing and sustaining the American Kindergarten.

To Dr. Harris belongs the almost unique distinction of realizing the existence of educational principles and the sanity of judgment which sees the parts in relation to the whole.

Are not these great educational services—and to the educational world do they not far outweigh the publication of volumes upon new methods of teaching any study?

Moreover, Dr. Harris, has always stood for an educator beyond suspicion of fear or favor; as a leader whose intellectual integrity was unimpaired by the temptations to yield convictions to a self-aggrandizing policy.

As an educator Dr. Harris has in his reports and through his lectures expounded and defended the great improvements which have been mentioned. Because he has preferred to self-laudation the more real and less showy return of indorsement by other school systems, his services may be less immediately apparent, but are certainly more permanent.

Those who wish to rob Dr. Harris of his just recognition, prefer to pass by an educational fertility which is unrivaled and to speak of metaphysics when considering Dr. Harris as an educator, and of school reports when regarding him as a metaphysician. His services to metaphysics have been quite real and quite definite, but these concern the JOURNAL less than his work in the field of education.

## PARTIAL VIEWS.

IN the further discussion of educational controversies we may remark that one set of persons so prizes self-help and self-reliance, that they object to giving any aid lest it should prove a mistaken charity. They urge that public education leads to socialism and anarchy, and that it is as reasonable to furnish clothing and the other necessities of life, as to provide instruction beyond the limits necessitated by political needs.

In their opinion "the educated are the natural-born leaders of mankind," and the persistence of foreign ideas leads them to oppose any extension of the cardinal principles of a non-political Democracy. Another set believes in the education of the masses, but would limit self-reliance and self-help to some practical industry, and would fit pupils for the work-a-day life which they are likely to lead. While agreeing upon the general idea, they differ among themselves according to the standpoint from which they regard the life of the masses.

Some feel assured that commerce is the goal of life, and therefore the preparation of the accountant of the highest value. Others see in manufacture the field to be occupied, and urge the teaching of the principles of mechanics. Others regard temperance and religious interests as of supreme practical importance, and therefore set forth their value as subjects for school-room instruction. Recently the advocates of "Civics" have come to the front.

THE VIEW OF EDUCATIONAL THINKERS.

On the other hand the better informed and more disinterested among educators, see that these conflicting views grow naturally out of the assumption of one element as excluding the others. They know that while the experiments are made with the public schools, private institutions pursue substantially the same methods and yield worse results. They know that truth can be found only by

recognizing all of the elements. They are satisfied that while the subjects of instruction may vary in name and in extent, the work of the school room must always regard the symmetrical development of the pupil, while the proportion must be determined by the age of the pupil, his opportunities outside of the school-room, and the attainment as an end of an active-minded, well-informed, orderly child, who having received such aid as can be given, is to illustrate these characteristics in his mature life.

## SPECIAL METHODS ADAPTED TO SPECIAL LOCALITIES.

The "practical" elements emphasized in any course of study should depend upon the predominant interests of separate communities. But whether this interest be commerce, manufacture, mechanics, metallurgy, or what not, there must be achieved self-activity and self-reliance and a sufficient elementary instruction to admit of that frequent re-adjustment which is so marked a feature of life in the United States. The work of the schools is not to pre-determine the mode of life, but rather to enable the pupil to govern successfully his own future.

THE JOURNAL has worked so untiringly for a lengthening of the school-term and for the increase of teachers' salaries, that it welcomes such official indorsement as the recommendation of the Pennsylvania State Teachers' Association:

*Resolved*, The recent action of the legislature making the minimum school term six months, increasing the state appropriation for school purposes, and compensating teachers for institute attendance, cannot be too highly commended as important steps in the direction of educational progress; we regard with profound satisfaction the very general and hearty approval of said legislation, and record it as our conviction that the increased appropriation be largely used by school boards in advancing the salaries of the teachers employed in the schools of their respective districts.

ARE the average salaries paid in Arkansas, Texas, Mississippi, Kentucky, Tennessee and Iowa, quite enough to secure competent men and women to conduct the schools?

THESE great leaders which appear from time to time—whether martial or mental—are but the embodiment of ideas which are inspiring and constantly transforming the ages.

VICTORY always remains with the new spirit, the aggressive party, and truth and freedom never can become old.

IT is always advantageous to think justly and kindly of our neighbor.

## ARKANSAS EDITION American Journal of Education.

\$1.00 per year in advance.

FRANK J. WISE, Pine Bluff, Ark. Editors.  
J. B. MERWIN.....

INTELLIGENCE, let us remember, takes no retrograde steps, for our teachers are the agents of its beneficent advance.

IN every great epoch of the world's history a greater intelligence has laid the foundation and guided the formative principal of all progress. It is this which generates faith; molds its manners and fosters the institutions of equality.

### MUSIC.

BY PROF. J. B. NYE.

DEAR readers of the AMERICAN JOURNAL OF EDUCATION: The time is speedily approaching when you will be called to open your schools for the term ending 1889. I trust not a single teacher will open school without an appropriate, stirring song.

We are sure the results will lead you to do this every morning during the entire term.

Let us hear from you, and let this great JOURNAL tell of the grand success achieved thereby.

This was done extensively during the last term.

Music in the school-room will cause the teacher and the pupils to enter with new zest upon every duty.

Swatara Station, Pa., July 20, 1888.

### AN IMPORTANT INQUIRY.

IT becomes you see a very important inquiry as to what more we can do as teachers and school officers to aid these children while they are in school?

The children drop out so soon that if they ever get much—or little—they must get it in the shortest possible time.

Is there any doubt about the fact that the essential and absolutely necessary fundamental branches can be better understood and learned more quickly, if a Globe, Reading and Writing Charts, Outline Maps and Blackboards are furnished?

The Constitution of the State of Illinois says:

"The General Assembly shall provide a thorough and efficient system of free schools whereby all children of this State may receive a good common school education."

The General Assembly, in compliance with the Constitution, made the present school law, which provides in section 48, under the Duties of Directors, that:

The Directors shall establish and keep in operation for at least one hundred and ten days of actual teaching

in each year, and longer if practicable, a sufficient number of free schools for the accommodation of all children in the district, and shall secure to all the right and opportunity to an equal education in such free schools. They shall direct what apparatus shall be used.

In other words, it is made the imperative duty of the directors to give the children in their district (even if poor and small) an "equal education" with the children in other districts.

The Constitution and laws recognize the fact that the poorest child in the State has an "equal right" with every other child to a "good common school education."

How many are receiving "a good common school education" in your State?

IF asked to define what was the grand characteristic of the best teacher, we should not say knowledge, but wisdom. A mind that has seen, and suffered, and achieved—speaks to us of what it has tried, realized and conquered.

JOHN B. ALDEN continues to add to publications whose price puts them within the reach of all, while their character renders them desirable for all. All useful progress must proceed by the educational movement. Beyond and in addition to the school-room is the wider knowledge and stronger stimulus of the most effective creators of literature. What writer is more inspiring than Emerson? and who can help finding aid in his essays on Character, Experience Art, Intellect, Friendship, Literary Ethics, History, Nature, The Method of Nature, Heroism? The possibility of procuring any one of these for three cents, diffuses their influence amongst the very people who most need it, and whose response will be more than mere intellectual admiration.

### HOW DOES THIS READ?

J. B. MERWIN SCHOOL SUPPLY Co., ST. LOUIS: Gentlemen—We received the "Aids to School Discipline"—and we read also what Prof. Parr says of school Maps, Globes and "Tools to Work With" in the school-room. Now I am teaching a five months' school—have neither Map, Globe, or Blackboard—nothing but children.

I am just like a carpenter sent into the woods with a pen-knife, instructed to build a fine house—plenty of timber, go to work.

What shall I do? resign or undertake this job of building a house with a penknife?

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## TEXAS

EDITION

## American Journal of Education.

\$1.00 per year in advance.

W. S. SUTTON, Houston, Tex... } Editors.  
J. B. MERWIN..... } Editors.

PROF. ALEXANDER HOGG superintendent of Fort Worth public schools has been re-elected seven times, and in five of these elections he was made superintendent by the *unanimous* vote of the school board. This is a high compliment to Prof. Hogg and it is a source of satisfaction to his friends everywhere to know that the compliment is a well merited one.

YES—the real teacher will take concern in all that ameliorates the condition of the people—will strip political economy of that mass of misty fictions and partisanship which envelops it and pour over all these difficult problems the fresh pure light of principle.

INTELLIGENCE honors men of genius wherever it finds them, and venerates and enthrones them.

## STEADY PROGRESS.

WHY should not Texas with its magnificent school fund—with the growing interest and intelligence of the people in favor of better education—keep the schools open nine months in the year and pay a minimum salary of at least \$50 per month to all her teachers?

Texas would gain greatly by this course.

At present the number of children in the state within the school ages is 527,890, or 20,000 more than by the census of 1887, and applying the usual proportion of five to one, this represents a population of 2,639,450. The total number of white children is 392,706, a gain of 15,328 over last year, against 135,184 colored—comparison with last year's report, showing the increase of both races in about the same ratio. According to these figures, and multiplying by five, the recognized proportion, the white population of the state very closely approximates 2,000,000, and the colored is somewhat in excess of 675,000.

The grand total amount apportioned these half a million children is \$2,285,451, which is evidence of the liberal scale on which the people of Texas are running their free school system at present.

In 1887-8 the school children numbered 507,000, apportionment \$2,285,000 in round numbers and a per capita of \$4.50. For 1888-9 we have a total of 527,000 school children and an apportionment of \$2,111,000, being a per capita of \$4.

THOSE who are quick to censure may be very acute in judgment, but they are as yet immature in heart.

Is it not a remarkable sign of the times that almost all parties are striving not to disavow prohibition plans, but rather to prove that they are not opposed to this divinely-ordained movement?

THE saloon eliminates all the drunkard's good qualities, reinforces all his worst vices, and, having thus transformed him into a fiend, sends him home to torture and abuse those whom it is his first duty to cherish and protect.

The saloon must go.

THE political issues of the day, so far as they touch morals, are matters of vital concern to all good men.

AT the recent Commencement of Northwestern University, Evanston, Ill., special honors were awarded for success in the study of Political Science to Perkins B. Bass, of Evanston, John E. Hunt, of Franklin Grove, Ill., Frank Little of Osage City, Kan., and William H. Tuttle, of Dunlap, Ill.

Our higher institutions in all the states should, like the Northwestern University, devote more time to the study of questions of political economy until men are trained and educated to be patriots instead of partisans.

THE San Francisco Chronicle says that Dr. Wm. T. Harris was very favorably impressed with "the appearance and the intelligence of our California teachers." No member of the National Educational Association could be more competent to express an opinion on the subject than Mr. Harris, who is familiarly known as the "Concord Philosopher," and who stands at the very head of the educational profession.

For a number of years he was head of the St. Louis Public Schools, and later has become known to the entire educational profession as the author of many admirable works on educational subjects.

Of the History of Education which appeared in The San Francisco Chronicle, Dr. W. T. Harris remarked that there were not three writers in the United States who could have produced as fine a work of the kind.

ALL the best of life, and existence centers round the work of instruction and enlightenment in which our teachers are engaged.

By intelligence the spiritual value of every individual is immeasurably raised, and he passes a territory known to exist beyond the State.

THAT Babe of Bethlehem, born in a manger, whose mission was to produce effects so incalculably great that even yet, probably, men are but seeing the beginning of them. Our teachers take up this work thus begun and constantly extend its vast domain.

AMERICAN EDUCATION,  
BY DR. WILLIAM T. HARRIS.

So many calls have been made up on the JOURNAL for Dr. Harris' Theory of American Education that we have concluded to reprint it.

Though written several years ago, it is as fresh as if spoken to-day. This fact vindicates at once Dr. Harris' perspicacity and the JOURNAL's assertion that a knowledge of fundamental principles is the shortest method of mastering details.—EDS.

"In this age of revolution and self-styled reform, we are called upon to listen to protests against every form of existing reality. It is well that the rationale of all we have and are should pass under the scrutinizing review of the censor. But it is better to be able to see positive features than merely to be able to utter protests. Meanwhile the merely negative is better than the death of stagnation.

Our systems of education are no better than they should be,—far from it. But it does not follow that any change would be for the better. Only when we can see the full grounds for the reality of a system, can we then set about improving it wisely.

[This truth is still unheeded, and the sentence reminds one of a voice crying in the wilderness. Instead of any patient and intelligent estimate of undeniable gains, most of the self-styled "educators" and educational journalists devote their time and effort to inventing when they do not find defects in existing systems. See for example Thursday's programme for the National Educational Convention.—EDS].

Text-book education has been the subject of much abuse for three-fourths of a century among educational men in Europe and this country. The great writers of the English language in the seventeenth century have anticipated most of the objections now urged. One will find admirable statements of them in Locke and Milton, and, what is more, he will find them so temperate as to escape the extremes into which our later day protests have developed.

It is with a view of throwing some light on this important question that I commence its study afar off at the beginnings of our system of school regulations—dates from the discovery

instruction, and trace its affiliation with the political history of modern times.

## HISTORICAL.

Four hundred years ago this very year, Wm. Caxton, the first English printer, was engaged on the first of his works—the history of Raoul le Fevre—*"Recueil des histoires de Troye."* The same year printing was introduced into Milan and Venice. It seems that the *invention* of the art of printing dates back of this some thirty years, and that the firm of Johann Faust and Gutenberg commenced the business of printing books in the city of Mentz in the year 1450. The epoch is a notable one in history.

Three years after the partnership of Faust-Gutenberg, Constantinople fell into the hands of the Turks and the Eastern Empire closed its career. The "Wars of the Roses" depopulated England of her nobility to such an extent that the royal power rose nearly to absolutism in the dynasty of kings that followed, and in the next reaction, the power of the Commons came uppermost.

In Spain, Ferdinand and Isabella united their crowns, and drove out the last vestige of Moorish power from Europe the same year that "Genoese Columbus launched his adventurous fleet into the Western ocean." The Medici family were at the height of their power in Florence, and Lorenzo the Magnificent ascended the throne the same year that Caxton completed the history we have named.

Under his reign were born the great Michael Angelo and the great Raphael. Marcellus Ficinus, the reviver of the profound study of Plato and the Platonists of Alexandria, was his school-master.

What with the revival of learning and the discovery of new worlds, the mastery over the Moslem, the invention of printing, and the bloom of romantic art, the "Time River," as Goethe calls it, was indeed swollen to overflowing, and in the age following there arose in Europe the modern States system, and the "Balance of Power" developed through the wars of Charles the Fifth with Francis the First and Henry the Eighth. At this epoch appeared the *Reformation*, and the new impulse toward independence of authority.

Luther, Erasmus and Melanthon appear at the same time as Copernicus, with the "true system of the Universe," and Roger Ascham, the schoolmaster, teaching "Greek to Queen Elizabeth.

With the spread of the art of printing came the cheapening of books and the stimulus to popular education. According to Diesterweg, the eminent German educator, "the present system of common or public schools—that is, schools which are open to all children under certain regulations—dates from the discovery

of printing, in 1436, when books began to be furnished so cheaply that the poor could buy them."

He remarks: "especially after Martin Luther had translated the Bible into German, and the desire to possess and understand that invaluable book became universal, did there also become universal the desire to know how to read. Men sought to learn, not only for the sake of reading the Scriptures, but also to be able to read and sing the psalms and to learn the catechism. For this purpose schools for children were established which were essentially reading-schools.

Reading was the first and principal study; next came singing, and then memorizing texts, songs and the catechism. At first the ministers taught; but afterwards the duty was turned over to inferior church officers, the choristers and sextons. Their duties as choristers and sextons were paramount, and as schoolmasters only secondary. The children paid a small monthly fee, no more being thought necessary, since the schoolmaster derived a salary from the church."

The mode of instruction at this early period of public school history is characterized by Diesterweg in the following words: "Each child read by himself; the simultaneous method (that of classes) was not yet known. One after another stepped up to the table where the master sat. He pointed out one letter at a time, and named it; the child named it after him; he drilled him in recognizing and remembering each. Then they took letter by letter of the words, and by getting acquainted with them in this way the child gradually learned to read.

This was a difficult method for him. Years usually passed before any facility had been acquired; many did not learn in four years. It was imitative and purely mechanical labor on both sides. To understand what was read was seldom thought of. The syllables were pronounced with equal force, and reading was a monotonous affair. The children drawled out texts of scripture, psalms and the catechism from beginning to end.

As for the actual meaning of the words they uttered, they knew almost nothing of it." This, with "stern severity and cruel punishments," completes his picture of that stage of the school system.\*

But the movement thus begun was no superficial one; it was wide and deep as all European civilization, and it signified nothing less than the complete and full emancipation of each and every individual from all species of external authority.

All institutions of society were to be born again, and from their Palimpsestina were to spring the humanitarian outgrowths of the present and the

future. National literatures arose; three generations of men contested the new ideas, first with words, then with bitter persecutions, and then came the Thirty Year's War with its final treaty, the peace of Westphalia, wherein the States system, which began to develop in the time of Charles the Fifth, now got fully recognized, and with it free individuality took a new status.

Out of one solution forth steps a new problem, and that with frightful portent. By the light of the new principle of individuality, which took the form of the "right of private judgment," the old basis of society in Europe looked hideously empty, and a sham throughout. To a generation of Newtons, Lockes, and Leibnitz's, succeed a generation of Bolingbroke, Swifts, Rousseaus, Montesquieus, and these again are followed by such as Hume, Voltaire, Diderot, Lessing, and Goethe.

The French Revolution is inevitable, and an immense explosion rends the face of European civilization, threatening to merge in one red ruin all the landmarks built up for a thousand years. But "History is only a conflict of ideas, and the victory of the deeper one." Out of the obscurity, when the smoke cleared away, appeared again the same humanity, only with a stronger tendency than ever to realize the possibilities of the individual. In place of the cramping formalism which had first prevailed in the school-room, and which for two centuries had improved very little, on account of the wars which were constantly occurring, now a new spirit came in.

It was the spirit we call Pestalozzian, and traces directly to Rousseau. The positive idea of this reform has been stated thus: "The child should be educated,—not for a trade or profession, but for the common and absolute state of man! Should not, therefore, subject himself to any thralldom of habit, but be independent of everything about him, and master of himself."

*Human nature* is distinctly recognized as an ideal of expanded culture. "Individuality must be held sacred, and carefully studied and encouraged." All mechanical methods are eschewed,—the teacher endeavors to excite the pupil to self-activity, and thereby render him independent of all assistance.

These great ideas mark the epoch of a clear consciousness of the true province of pedagogy. They are fundamental, and universally recognized by the great educators of Europe and America.

But, like all great formative ideas, the first realizations of the same are prone to be self-contradictory. It is the province of all great national ideas to find, after manifold experiments, the fit instruments for their realization.

When this is accomplished they become victorious. At first they are liable to select the old instrumentalities which have been created by the national ideas already worn out. Then the new idea suffers defeat, and must try new means, until at last it hits upon the true armor—the steel of its own forging, and with this it is invincible for the time.

Our late civil war furnishes too pertinent an example to be passed by in silence. There was a new outgrowth of the humanitarian idea, which had found the instrumentality of its realization in *productive industry*. Its strength lay in mechanic invention, thoroughly subordinated to that system of industry. In the war one party said: "I will have none of it, but I will hold by that stage of society whose instrument is serfdom." The result of the first six months' struggle was a self-contradiction on the part of the South, for, in order to carry on the contest equally, it was obliged to establish mechanic industries in every village; without these it could not be independent of foreigners. Thus it was conquered in its idea before it yielded to the force of arms. Both sides of the nation were really in the same stage of humanitarianism, but one had preceded the other in discovering the true and proper instrument for its realization.

Now both see it in the same light. It is because of this inevitable mistake of instrumentalities that we are forced in this essay to speak so much of the system of "Text-Book Education." It was the most natural thing imaginable that happened in the case of the new and better spirit which came to be recognized in Pestalozzianism.

#### ROUSSEAU'S INFLUENCE.

The two wings of Rousseau's school—if I may so express it—are represented in Basedow and Pestalozzi. The former is the extreme disciple of his master, and tends always to the grossest naturalism, while Pestalozzi is moderated even by his deep instincts and religious culture. But both antagonize themselves against the very appliances which Reason has elaborated for her realization. The printed book is thrown aside with contempt, and the living voice of the teacher substituted therefor to an extent far from justifiable.

It is the true rationale of text-book education to which I would call attention here; and this I would urge with more zeal for the reason that the question is, to a great extent, before the mind of American educators to-day, and is the source of manifold experiments, which may prove expensive in the end.

This topic forms a leading one in a discussion of the distinctive features of school education in America, as contrasted with the methods in vogue in Europe.

From the date of the publication of "Lienhard and Gertrud," by Pestalozzi, the world has borne in mind the invectives against books and the art of printing. All the evils existing in society have been referred to the deficient state of education, and this again to the deficient modes of teaching which have arisen from the art of printing. But the root of all this objection to printing lies deeper; it is, as we have intimated, the effect of the writings of Rousseau, who elevates a state of nature over a state of culture. In 1749, at the age of thirty seven, Rousseau made his first successful literary adventure, by writing an answer to a prize question proposed by the Academy of Dijon: "Whether the progress of the Arts and Sciences has tended to the purification of manners and morals." "At the suggestion of Diderot, who reminded him of the greater notoriety which he could gain on the wrong side, he took the negative, and found his line of argument exactly adapted to his modes of thought, and feeling."

He wrote a violent, brilliant and eloquent denunciation of civilized life, and at once found himself famous as a "censor of civilization." If any one has doubts as to the origin of most that is called Pestalozzianism, let him hear Rousseau talk in his "Emile." "The pedagogues," says he, "teach children words, nothing but words, and no real knowledge." "Children should not learn by rote, not even La Fontaine's Fables."

"Reading is the great misery of children. Emile must, in his twelfth year, scarcely know what a book is."

"What the human mind receives is conveyed through the senses; the senses are the basis of the intellectual. Our feet, our hands, our eyes, first teach us philosophy."

"No writings are proper for a boy; no eloquence or poetry; he has no business with feeling or taste."

"Geographical instruction should begin with the house and place of abode. The pupil should draw maps of the neighborhood, to learn how they are made, and what they show."

"Robinson Crusoe might constitute for a long time the entire library of a child."

"The boy should do nothing at the word; nothing is good to him except what he himself recognizes as good. By your wisdom you rob him of his mother wit; he becomes accustomed always to be led, and to be only a machine in the hands of others. To require obedience of the child means to require that when grown up he shall be credulous—shall be made a fool of."

"Do the opposite of what is usual and you will almost always do right."

In the principles embodied in these quotations, one recognizes the confusion which reigned in Rousseau's mind as to the difference between nature in general, and human nature.

[To be continued.]

\* This, and the passages from Rousseau, are quoted from translations given in *Bernard's Journal*.

## ILLINOIS

EDITION

## American Journal of Education.

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E. N. ANDREWS, Chicago..... Editors.  
J. B. MERWIN .....

We can work up public sentiment by proper effort, so that the schools shall be kept open in all the States nine months in the year, and in the larger places ten months. Talk over the matter and explain the advantages of this to the leading people of the district. Circulate such reading matter as will show the value of the work our teachers are doing—papers which help to build up. Let the fault-finders and the scolders alone.

Can we not take a hint from the political parties and from the way they manage things? Do they not hold meetings to interest the people? do they not circulate papers filled with arguments for their principles broadcast through the land? Cannot the teachers do this? We think so.

It is said that *twenty millions* of money will be expended for campaign purposes by the two great political parties between this time and November.

As an educational factor it will be worth all it costs.

THE wonderful and mysterious gestations of progress are everywhere at work, according to a providential and irresistible law wherever there is intelligence and discussion.

LIKE a star the teachers thus reinforced, shall shine to guide this new generation into new light and strength and power.

SHAKESPEARE we shall find was no sectarian; with all he deals in equity and mercy, because he knows all, and his heart is wide enough for all.

In his mind the world is a whole; he figures it as Providence governs it; and to him it is not strange that the sun should be caused to shine on the evil and the good, and the rain to fall on the just and the unjust."

PRECIOUS is the new light of Knowledge which our teachers conquer for us; yet small to the new light of Love which also we derive from them; the most important element of any man's performance is the Life he has accomplished. Under the intellectual union of man and man, which works by precept, lies a holier union of affection, working by example; the influences of which latter, mystic, deep-reaching, all-embracing, can still less be computed. For Love is ever the beginning of Knowledge, as fire is of light.

BEHIND these four hundred thousand teachers is the spirit of a new and larger civilization.

They are its interpreters.

THE Topeka Western School Journal joins in urging the importance of emphasizing an increase in the length of the school term, more permanent tenure of the teacher's office, and the substitution of wholesome study for enthusiasm over methods. It quotes the Illinois School Journal as urging the liberalizing of the teacher's interests and as declaring that Superintendents and Boards of Education are as yet dead to the duty of discriminating and encouraging teachers capable of advancing to a higher study of their calling.

The American Journal welcomes such recognition of means which will do so much to insure improvement. The best teacher is powerless when not supported by the Superintendent and the Board: the Superintendent and the Board will be strongest when supported by living and liberally-educated teachers.

Our school officers would be sustained in providing more liberal compensation for experienced and competent teachers.

There ought to be a move in this direction without delay.

## THE BLAIR BILL.

LET the House of Representatives pass the Blair Bill, and so remove and avert the curse of *six millions* of illiterates.

The United States Senate has passed this bill *three times*.

The vote the last time in the affirmative, 39, is the largest it has ever received, the two previous being respectively 36 and 33.

The Committee on education in the House of Representatives who are responsible for reporting or for delaying of this beneficent measure consists of

Allen D. Candler, of Georgia.

Peter P. Mahoney, of New York.

William H. Crain, of Texas.

Asher G. Caruth, of Kentucky.

Charles R. Buckalew, of Pennsylvania.

Edward Lane, of Illinois.

James E. Cobb, of Alabama.

John B. Pennington, of Delaware.

James O'Donnell, of Michigan.

Joseph D. Taylor, of Ohio.

Charles A. Russell, of Connecticut.

James J. Belden, of New York.

James B. White, of Indiana.

Friends of this bill had better write *direct* to members of this committee urging them to *report* the bill early for action.

WE hope steps will be taken to levy and collect money enough, not only to keep the schools open nine months in the year, but to pay the teachers a salary of at least \$50 per month in all the States. This can be done if the teachers circulate the right kind of literature among the people—papers which show the value and importance of the work our teachers are doing.

## AMID OCEAN.

BLOCK ISLAND—SEA BREEZE—SWORD FISH, ETC.

EDITOR JOURNAL OF EDUCATION: Is a letter from amid ocean in order? We started for Newport, hoping to attend the American Institute there this week, but, like Moses, we only mounted a certain height whence we could see that attractive spot in the dim distance across the wave. We can only guess at what is going on there among the gathered educators.

Block Island is off Newport near twenty miles; it is seven miles long and about three wide, pearshape with stem northward. On the southern extremity situated on the bluffs over 200 feet high is a government light-house of first-class structure, whose light, built in Paris, sends its great blaze far out at sea, this being of course a very dangerous coast, rock-bound. Near by are the two fog-horns standing like two bull-dogs peering out over the surf, each run by a steam-boiler.

We visited Beacon Hill near the north end of the island, commanding a view of the whole island, and from which we could see on a clear day, Point Judith, Newport, Moutauk Point, etc.

The Island is marked off like a checker board, into miniature "lots," separated by stone walls. The main agricultural interest is pasturage, although corn and some other produce are raised.

The soil is sandy, and there are scarcely any trees.

The drives about the very winding and hilly roads are very romantic. There is a score of hotels, mostly convenient to the landing, where daily the steamer Block Island arrives from New London by about noon leaving at 2. P. M. Another boat comes from Newport and Providence. We stopped at the National, a small but well kept house, from the verandah of which, near at hand, were seen anchored in the bay fifty-five fishing vessels. The chief business of those who live on the island is fishing for mackerel. It seems that these fish change their locality from one period to another and the fishermen follow them as the Indians used to, the buffalo. So the fishermen have left Nantucket, their former resort, for Block Island.

Mackerel are taken either by the hook or seine. The vessels, rather small, of one and two masts, start out into the sea at say five in the morning, going out perhaps five to eight miles hunting schools of fish.

Loose bait of chopped fish carried in a keg, is thrown out to attract the fish—"free lunch" as the lady at our side suggested. Then the sails are struck (if any fish are struck) each man handles two lines and sometimes has all he can do to manage them.

But the most exciting sport is sword

fishing. Many of these are caught in these waters. They are discovered by the dorsal fin which projects above the water when the fish lies at rest. It takes a sharp eye for success. When a fin is seen, the vessel is steered "across the bows" of the fish, as approach from the rear would frighten it.

At the end of the short jib-boom is a standing place, having an iron rail or fender for the harpooner. When nearly over the fish, the harpoon is thrown. This instrument is peculiar. There is a staff about twelve feet long, with an iron rod three feet long at one end and a half inch in diameter. But this is not the spear. There is a dart or metal arrow head four or five inches in length, separate, and to which the long line, the size of a clothes line, is attached. This dart fits on to the end of the rod aforesaid, and is thrust into the fish "amidships," the barbs making it hold fast. Then the fish darts like lightning, but at the end of the line is a half-barrel which acts as a cork, and the fish is allowed to play himself till exhausted, then a small boat goes out to haul him in. When alongside the vessel, the tail is lassoed, and the fish is knifed through the heart. But he does not "give up the ship," or to the ship so easily! Often when hauled aboard, he is a dangerous plaything.

The first thing in the way of safety is to saw off the sword which projects from the snout about three feet. Sometimes four men are unable to keep the fish from doing damage even after being "killed."

The weight of the sword-fish varies from two hundred to near a thousand pounds. They average, say three or four hundred. Stories are told, fish stories it may be, of these fish attacking the small-boats and thrusting the sword into the sides, so that the boatman is glad to take bail as the safer way.

These fish are said to attack whales from beneath; that may also be a fish story, but not so far as the whale is concerned, which is not a fish. The Ocean-View House here, has a small steamer which goes out fishing, sometimes taking a dozen of these monsters on a trip of a few miles. The fish, if not too old, is very fine eating. We secured one of the swords as a memento of the Island and of the Deep.

Blue fish are also taken off this place; they are caught with line and spoon hook.

On the whole, the trip to this resort is about the best one can find in the vicinity. Such places as Coney Island, Rockaway Beach, etc., are very tame in comparison, though for bathing the latter are better. The water as well as the air at Block Island is pretty cold. We missed also, clams and oysters. The water is too salt for these it is said.

Lobsters, however, are caught here.

Stopping on this island is about the same as remaining on ship-board at sea, as the sea breeze comes from all directions. The very talk of the squads of fishermen ashore, is "seasoned with salt," as well as oaths. It is sea to the right and sea to the left.

These words are sent to the inland readers of the JOURNAL with the hope that "these few (fish) lines may serve to cool the surrounding atmosphere of mid-summer.

One can come to this spot from New York by rail or boat to New London or by boat to Newport. The Boston and Portland steamers pass outside of this island.

So, good-bye, Manager Chamberlain. Madam Bunce of the "Christian at Work," and other pleasant acquaintance made by the loud roaring sea.

"Block Island lies nine leagues away;  
Along its solitary shore  
Of craggy rock and sandy bay,  
No sound but ocean's roar."

E. N. A.

PROBABLY the most valuable and systematic work for teachers now to be had in our language is Rosenkranz's "Philosophy of Education," a new translation of which has recently been made. According to Dr. Wm. T. Harris, "Its appearance made an epoch in the treatment of educational theory in Germany. It brought to bear on this subject the broadest philosophy of modern times, and furnished a standard by which the value of the ideas severally discussed by radicals and conservatives could be ascertained. . . . It showed what was valid in the idea that had come to be established in the current system of education, and also exposed the weakness that had drawn the attack of the reformers."

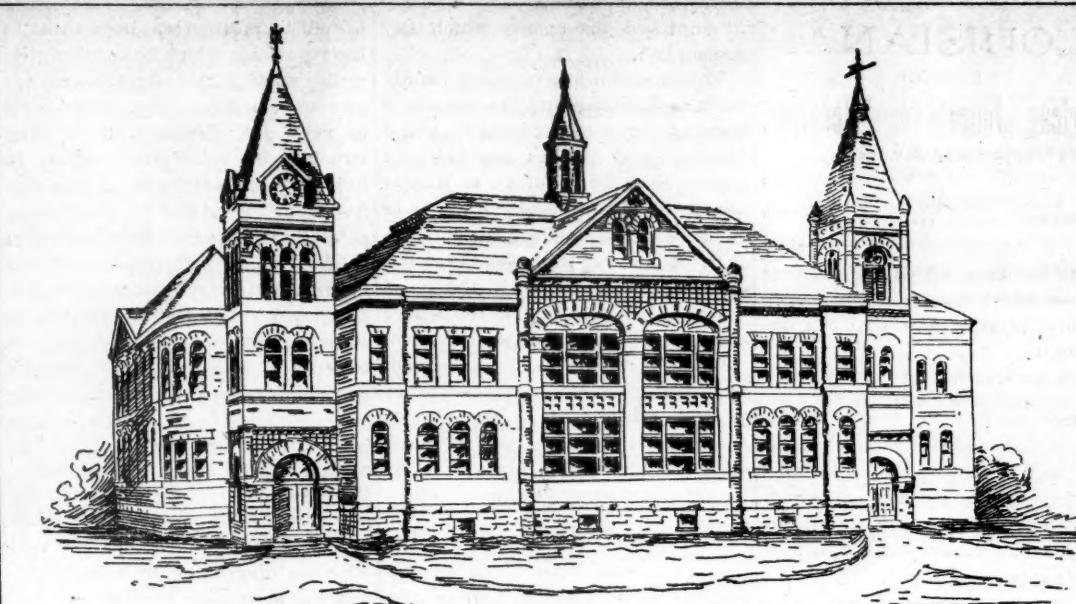
This work deserves the attention of all educators on account of its "philosophic depth of treatment," while its worth is greatly increased by the valuable commentary on the text prepared by Dr. Harris.

PROF. W. H. PAYNE, of Nashville, Tenn, says, "the preacher is an ethical teacher, an expositor of divine truth; the school teacher is an expositor of worldly wisdom, a preacher of literary and scientific truth. Both are illuminators and guides. In the hand of each is a torch; each is a standard bearer; and both are leaders in that grand forward movement we call civilization."

This position of "a leader" is a responsible one.

Are all our teachers equal to it?

CARLISLE & Co., ought to know that while political trickery may seem to win for a time, the mightier truth is in reserve, which in due time will re-appear and re-adjust the balance, and so augment the good as finally to triumph.



#### THE NEW HIGH SCHOOL AT DUQUOIN, ILLS.

By the courtesy of Mr. C. E. Illsley, architect, we are able to present to our readers in this issue a view of the new High School now being erected by the city of DuQuoin, Ill., and which their Board of Education justly regard as a model building for its purpose. It will illustrate the marked improvement in the science and art of school planning which has taken place within the past decade, an art which now constitutes almost a distinct department of architecture.

The DuQuoin school is a twelve room building, with capacity for 620 pupils. These rooms are all arranged on the first and second floors, there being strong objections to building a school for children more than two stories high. Among many points of excellence the admirable lighting is to be noted, there being six large windows to each room, all of which run to the ceiling and have at the top ventilating transoms for the instant admission of fresh air in any desired amount without exposing any pupil to a direct draught. All the light enters exclusively at the left of the pupils, according to the German system. This is considered an essential feature in modern school planning, universal experience having shown conclusively that the admission of light from other directions impairs the tender eyesight of children inducing myopia and pernicious habits of stooping at their desks.

But while the light enters from one direction only, there is careful provision to arrest and draw through the heated rooms and corridors in summer the refreshing breezes from whatever quarter they may blow—a respect in which German school planning is apt to be faulty.

The stairs are all fire-proof and inclosed within brick walls, they are wide and straight, have no dangerous

winding steps, they are amply lighted by outside windows and all ascend by short flights and frequent landings, so that the upper floor is reached with almost as little exertion as the floor below. For the girl pupils this is particularly advantageous.

All inside walls and partitions, as well as the outer walls, are of brick, thus insuring a most solid and substantial construction, while a slate roof fittingly crowns the whole.

The wardrobe closets, one to each room, are arranged so that pupils deposit their garments as they pass into the school rooms without returning on their path, and the doors from rooms and wardrobes open on the corridors in such manner that a single monitor on each floor can supervise them all.

Ample space in every room is provided for blackboards placed in the most favorable position for light.

Besides the regular school-rooms there are special rooms, one for the principal, another for the teachers' private use, and others for school library, apparatus, &c., also a tool-room and workshop for the janitor. In the basement are covered play-rooms, with cement concrete floors, which must prove a boon at intermission and recess to restless children in stormy weather.

The heating will be by steam throughout on the most approved system.

For further particulars as to this admirable school, our readers are referred to the architect, Mr. Charles E. Illsley, 506 Olive St., St. Louis.

COMMERCE in material things has paved roads for commerce in things intellectual and spiritual, and a true helpful thought or a noble creation, passes from country to country—provided only our minds are open to receive it.

Please mention this Journal in answering Advertisements.

THE JOURNAL has always advocated the freest expansion of courses of study so far as this was compatible with sufficient attention to "the essentials of all intellectual education." We, therefore, cle the resolution passed by the Pennsylvania State Teachers' Association—for it seems to recognize the autonomy of different communities:

"Resolved, The practical ends of education should not be forgotten, and we welcome the present agitation of the subject of manual and industrial training, as well calculated to secure this end. Existing laws are such that directors and controllers who feel that their schools need enlargement in this direction, have full power to act, and by a liberal increase of the state appropriation they will be enabled to do so with a good prospect of valuable results."

#### BOOKS RECEIVED.

D. C. Heath & Co.—Carme's "Selected Poems from Premieres et Nouvelles Méditations" of M. de Lamartine.

George Bell & Sons.—Webb's "The Definitions of Euclid."

C. A. Barnes & Co.—Howliston's "Child's Song-Book."

Ginn & Co.—Montgomery's Franklin; Goss' Bench Work in Wood.

Wm. M. Graybill and Prof. Oral Pirkey, Pres't Kahoka College, have prepared a small single page "Chart of the Government of the United States," which will be found convenient for reference in the school-room, the office, or the home.

TEACHERS, not yet located, will please take notice that the School and College Bureau, Elmhurst, Ill., has now a long list of good VACANCIES in all departments of instruction. Send for blank. Address C. J. ALBERT, Manager.

SEE what Premiums we offer on pages 2 and 16.

## LOUISIANA

EDITION

## American Journal of Education.

\$1.00 per year in advance.

G. D. ALEXANDER, Minden, La. Editors.  
J. B. MERWIN .....

THIS influence which our teachers exert—stretching of itself into boundless time, what is there that can obliterate it?

Who can measure its worth?

THESE maxims we give—if the teachers and students carefully read them—and to all who are still learning, they become as seeds of knowledge; they take root in the mind, and ramify, as we meditate them, into a whole garden of thought.

THE real teacher—the real poet—he is of no sect or caste; he seems not this man, or that man, but a man. We reckon this to be the characteristic of a Master in Art of any sort; and true especially of all great poets and teachers.

How true is it of Shakespeare and Homer! Who knows or can figure what the man Shakespeare was, by the first, by the twentieth perusal of his works?

He is a Voice coming to us from the Land of Melody; his old brick dwelling-place, in the mere earthly burgh of Stratford-on-Avon, offers us the most inexplicable enigma.

THE San Francisco Chronicle of July 17th, devotes 72 columns to an epitomized history of education and to an account of the National Educational Association then in session.

It is unnecessary for the use of the readers of this JOURNAL to emphasize either the enterprise shown by the Chronicle, or the permanent value of its report; we would, however, recommend every one to send for the paper as thus obtaining a document of value at rates even less than those of the John Alden Publishing Company.

Teachers who were able to visit San Francisco, will, of course, provide themselves with a copy; but the thousands who were compelled to remain at home will do themselves an injustice if they do not send for the Chronicle.

But while recognizing the enterprise and usefulness of the Chronicle, we take most satisfaction in the fact that so representative a member of the daily press should have appreciated the sociological importance of education and should have replaced the customary perfunctory attention by a permanently valuable presentation of questions whose public importance it is the first to fully recognize.

The efficiency of our schools depends upon an intelligent acquaintance with the work which they should

attempt and the results which they accomplish.

The JOURNAL has occupied twenty years in disseminating the opinions of some of our wisest educators, and it believes that it has accomplished much. Still the JOURNAL, as well as our most disinterested students of education, has realized the limitations of merely professional efforts and has sought to reach the point where it should receive the active support of the daily press.

We congratulate the Chronicle upon its prescience and venture to predict that its efforts will do much to advance the time when questions of education shall have not only their importance discussed but fully appreciated.

OUR teachers must stand as the personification of mighty leaders—the ready agents and advocates of whatever appears necessary to be thought, said or done for the people.

## WHAT HAS MISSOURI DONE FOR EDUCATION?

MENTION has been made of Flexible Grading, Instruction in Natural Science, the Phonetic Method of Teaching Reading, and the Kindergarten, as improvements introduced into the schools by Dr. W. T. Harris and indorsed by the acceptance of other cities.

But to the real service of Dr. Harris these were but the offshoots.

Dr. Harris represents in Education the thinking man who is content with nothing less than a comprehension of fundamental principles and the appraisement of special methods by this standard. His educational utterances have been no mere rhetorical setting forth of platitudes or expedients. He has had the scholar's interest and has therefore sought to know the truth rather than to use knowledge merely as the instrument for "getting on or for getting honor;" or as an excuse for the indulgence of whims which his reputation might induce others to regard as well-founded opinions.

The value of Dr. Harris' work is to be sought in his life rather than in carefully studied publications.

The JOURNAL believes that such value is the more serviceable as it is the more rare. The JOURNAL is satisfied that more than twenty years' uninterrupted acquaintance with Dr. Harris' work qualifies it to speak intelligently of its nature and of its results.

While in St. Louis Dr. Harris created an atmosphere which had the effect of a "largior aether," and which stimulated the teachers to mental effort without undertaking to prescribe the form in which this effort should be exerted.

It was because Dr. Harris was a genuine student that he so affected those brought into contact with him;

his official position was no element in the reputation which he acquired, but rather itself gained dignity from his personal standing. It was impossible to meet Dr. Harris without being struck by his intelligent interest in living questions and without receiving from him an impulse to study more carefully the groundwork of one's own beliefs. That Dr. Harris himself was interested in metaphysics was an accident which might lead the careless to suppose that it was the study and not the student which explained the success. Naturally, too, those most closely associated with Dr. Harris became interested in Dr. Harris' special line of study. But these surface indications served but to emphasize the permanent value of work undertaken in the scientific spirit and executed with the integrity of the investigator.

Years of such labor rendered the Annual Reports of Dr. Harris a mine of educational wealth, and the extent to which one could rely on the accumulation has been demonstrated by the reputations since made by educators throughout the country who have contributed nothing original and helpful to pedagogical progress. We purposely confine consideration to Dr. Harris' residence in St. Louis, for we are considering the part played by Missouri. As a natural result of Dr. Harris' example and influence, such teachers in St. Louis as still represent any reputation, were interested in self-development, and persuaded that their efficiency in the school-room was increased, not diminished, by their growth outside the school-room; that the specialization of the school-room so as to exclude it from its normal relationship to other fields of effort, destroyed instead of increasing the power of the teacher as a teacher.

Prof. George H. Howison, of California, found his brilliant faculties stimulated by association with Dr. Harris.

Prof. Thomas Davidson found constant incitement for the use of his scholarship.

Prof. Wm. M. Bryant found ready encouragement for his scholarly labors.

Denton J. Snider found the conditions favorable to the earnest labors which have made his name well known to students.

Dr. R. A. Holland found fresh fuel for the devotion to study and to intelligent effort which have lent peculiar value to his natural gifts as an orator.

Miss Anna C. Brackett, in addition to creating a reputation for her school, was encouraged to work zealously and effectively in the field of literature.

Miss Mary E. Beedy was incited to labor apart from the tasks of the school-room.

Miss Helen A. Shafer was an efficient factor in elevating the social life of which she was a part.

Dr. and Mrs. Strothotte were induc-

ed to furnish others an opportunity to profit by their musical gifts.

C. L. Bernays was encouraged to add to the cares of a journalistic life critical art studies which remain notable among the *chefs-d'oeuvres* of musical essays.

Gov. H. C. Brokmeyer was interested in giving form to educational arguments that are still notable for their soundness.

Mrs. R. J. Lackland, Mrs. J. W. Noble, Mrs. Dr. W. E. Fischel, Mrs. Wm. E. Ware, Mrs. Beverly Allen, and other ladies, were interested in making their parlors the resort of educated persons, and their leisure but an opportunity for study.

Miss Hinchman, Miss Waugh, Miss Garrigues, were prepared for the student life which has since rendered them notable among teachers.

Tracy and Meeker, and other local artists, found helpful stimulus and encouragement.

Musicians, such as Robyn and Froelich and North, found inspiration to renewed effort and recognition of marked ability.

This is the lesson which Dr. Harris supplied, and its effects are still noticeable even though others have succeeded him in "time and space."

The recognition of the function of the High School as radically different from that of the Academy or College, has been less emphasized, but the educational truth is none the less real.

Still, measures which proceed as corollaries from this truth, have been taken throughout the country. Many a High School course of study has been modified in consequence of the well-considered, well-balanced course of the St. Louis High School.

The changes in teaching Latin and Greek, as illustrated first by the publications of Ginn & Co., had their origin in St. Louis. The peculiar emphasis laid by Ginn & Co. upon scholarly editing, owes much to St. Louis.

The study of Shakespeare as a creation of literature and not simply as a text-book for grammatical analysis, is largely due to St. Louis.

English Literature, as a culture study, and not simply an accumulation of literary platitudes, was first undertaken in St. Louis.

The limitation of Rhetoricals to a preparation for correct reading and composition, instead of to elocutionary pyrotechnics, was made in St. Louis.

The importance of the pupil's interests as a factor in education was first made in St. Louis.

Not to continue this article too far, interest in the success of schools throughout the State; efforts to cooperate with schools throughout the State; readiness to recognize the city as identified in interest with the schools throughout the State, were the distinctive features of Dr. Harris' educational career in Missouri.

Let some one arise and appeal to printed volumes on psychology in the

schools, methods for teaching the elementary numbers, or what else, and demonstrate a greater achievement by any one who has held the position of School Superintendent.

#### A DIFFICULT ROLE.

**C**OMMISSIONER of Education, Hon. N. H. R. Dawson, has a difficult role to fill when the educational world is convulsed by changes and proposed reforms. The special students of History urge less neglect of its claims; the enthusiasts for Industrial Training are earnest in their arguments; the cultivators of literature make themselves heard; the methodists in school matters are infinite in number, irreconcilable in views, and unappeasable by anything less than an absolute surrender.

The Commissioner is to sympathize with all forms of educational effort; to conciliate all antagonistic interests; to suggest the most feasible action; and to present to the country a well digested and rational account of all educational movements at home and abroad. Doubtless there are many other responsibilities and irritations, but of them we know not.

Commissioner Dawson has been alike modest and efficient in the administration of his office, and is most unostentatiously doing good service.

The advantage possessed by the advocate of a special measure makes it specially difficult for a Commissioner to discriminate between the enthusiasms of prominent and reputable educators and the trustworthy conclusions of the scientific student of educational questions.

We feel that Commissioner Dawson has been so happy in his aggressive conservatism, that we urge our readers to keep themselves acquainted with the work of the Bureau and to lend the aid of intelligent co-operation and approbation.

#### PHILOLOGY.

**T**HE American Philological Association met in Amherst, Mass., July 10th, and adjourned on the 12th. Of 300 enrolled members, 55 were in attendance. Dr. James R. Wheeler of Cambridge, read a paper on the "Cure Inscriptions of Epidomans;" Prof. F. A. March, of Lafayette College Pa., on "English Pronunciation; How Learned," which incited Col. T. W. Higginson to the comment that "in our own country a third-rate actor speaks better English than the ordinary preacher, orator or college president." Dr. Geo. M. Richardson, of Howard University, on "Goethe's Homer Studies;" Dr. M. H. Morgan, of Howard, on the "Lighting of the Vestal Fire;" Prof. C. S. Halsey, of Schenectady, on "Peculiarities of Aflax in Latin and Greek;" Prof. T. D. Seymour, of Yale, on the "Tripods of Hephaestus" in the Iliad; Prof. F. P. Brewer, of

Grinnell, Iowa, on the new word "Arbutus," as accented on the first syllable; Dr. J. Goebel, of Johns Hopkins University, on "Impersonal Verba;" Dr. Josiah Bridge, of Cambridge, on the "Cynicus of Lucian;" Prof. W. F. Allen, of Madison University, on the "Lex Curiata de Imperio;" Prof. L. L. Potwin, of Adelbert College, on the "Identity of Words." Numerous other papers were read by title only.

On the invitation of President Knox, of Lafayette College, the Association will meet at Easton, Pa., July 9, 1889. It is hoped that the selection of this place will result in a large attendance of members from the South and West.

The officers chosen for the year are: President, Prof. Thomas D. Seymour of Yale University; Vice-presidents—Profs. Charles R. Lanman, of Howard, and B. Perrin, of Adelbert; Secretary and Treasurer, Prof. John H. Wright, of Howard; Executive Committee: Prof. M. L. D'Ooge, of University of Michigan, President B. L. Gildersleeve, of Johns Hopkins University, Prof. F. A. March, of Lafayette College, Dr. Julius Sachs, of New York City, and Prof. W. D. Whitney, of Yale University.

This was followed by the annual meeting of the Spelling Reform Association, at which a number of valuable papers were read and numerous addresses made. Prof. F. A. March, LL.D., L. H. D., was re-elected President; Melville Dewey of Columbia College, Secretary; and Prof. Charles P. G. Scott, of New York, Corresponding Secretary.

Respectfully communicated by  
Yours Truly  
SELDEN J. COFFIN.  
Easton, Pa., July 20, '88.

#### A REMEDY PROPOSED.

**T**HE JOURNAL recently called attention to the low standard of qualification accepted by law schools, medical schools, theological seminaries, and other so-called, higher institutions of learning.

The recent action of The American Institute of Homoeopathy shows at least an appreciation of the need for reform, and as a similar policy governs the St. Louis Medical college, we feel that the example should be called to public attention.

The only effective compulsory education is that demanded by employers, not that of legislative enactment.

As soon as special schools insist upon a reasonable degree of preparation, the Secondary schools will not be robbed of students that the tuition fees of law schools, medical schools, and colleges may be increased. As soon as employers of labor cease to bid against the Grammar schools, or at least refuse to employ children still ignorant of the rudiments, children will be compelled to seek the school.

Such compulsion alone will prove effective, and such compulsion will do away with any need for "Compulsory Laws."

We think that educators and teachers err in accepting responsibilities which do not properly belong to them.

If the community encourages young boys to "go to work," the schools will find themselves powerless to withstand the pressure, and teachers are unwise in letting the responsibility be saddled upon them.

The teacher is supreme within his own sphere, but this sphere has its bounds. The teacher cannot control any community but that of the school, but he can render good service by clarifying the views of the community which is not in the school-room.

Dr. T. G. Comstock at the Niagara Falls meeting secured the indorsement of the association for a preparatory course at least equivalent to that of the St. Louis High School and has thus rendered the community a service which will be appreciated by all who are acquainted with the evil at which he strikes.

*Please mention this Journal in answering Advertisements.*

#### OBJECT TEACHING.

**I**T is a settled fact in education that the pupil, in order to *do* the most and get the best, must have something the eye can rest upon to aid the mind to comprehend facts and principles. Hence the *necessity* of providing outline Maps, Charts, Globes, Blackboards, etc., for every school, if you would have students advance properly and successfully.

By the use of these helps the attendance will be largely increased; the interest in every study will also be greatly enhanced; the discipline improved; and the effectiveness of the teacher **MORE** than DOUBLED, because **so much more** can be done by both the teacher and the pupils within a given time.

#### WHAT IS THE COST?

*Only ten cents per year!*

Say the entire outfit of Maps, a Globe, Blackboards, and a set of Charts costs \$60.00, and they last twenty years, that would be only \$3.00 per year and *all the pupils* in the school get the full benefit of all these things for this trifling expense. If there are thirty pupils, it would be **ten cents per year** to each pupil only.

Do you not think it would be worth ten cents to every pupil and to the teacher, to have the use of a Globe, a set of Outline Maps, Reading Charts, and plenty of *Blackboard* surface, for practice in figures, drawing, writing, etc.?

It seems to us that after duly considering these *facts*, every parent, every conscientious school director, every wise teacher, every patriotic legislator will demand that these essential articles be provided for every school without any further delay.

## The Teacher

Who advised her pupils to strengthen their minds by the use of Ayer's Sarsaparilla, appreciated the truth that bodily health is essential to mental vigor. For persons of delicate and feeble constitution, whether young or old, this medicine is remarkably beneficial. Be sure you get Ayer's Sarsaparilla.

"Every spring and fall I take a number of bottles of Ayer's Sarsaparilla, and am greatly benefited." — Mrs. James H. Eastman, Stoneham, Mass.

"I have taken Ayer's Sarsaparilla with great benefit to my general health." — Miss Thirza L. Crerar, Palmyra, Md.

"My daughter, twelve years of age, has suffered for the past year from

#### General Debility.

A few weeks since, we began to give her Ayer's Sarsaparilla. Her health has greatly improved." — Mrs. Harriet H. Battles, South Chelmsford, Mass.

"About a year ago I began using Ayer's Sarsaparilla as a remedy for debility and neuralgia resulting from malarial exposure in the army. I was in a very bad condition, but six bottles of the Sarsaparilla, with occasional doses of Ayer's Pills, have greatly improved my health. I am now able to work, and feel that I cannot say too much for your excellent remedies." — F. A. Pinkham, South Moulton, Me.

"My daughter, sixteen years old, is using Ayer's Sarsaparilla with good effect." — Rev. S. J. Graham, United Brethren Church, Buckhannon, W. Va.

"I suffered from

#### Nervous Prostration,

with lame back and headache, and have been much benefited by the use of Ayer's Sarsaparilla. I am now 80 years of age, and am satisfied that my present health and prolonged life are due to the use of Ayer's Sarsaparilla." — Lucy Moffitt, Killingly, Conn.

Mrs. Ann H. Farnsworth, a lady 79 years old, So. Woodstock, Vt., writes: "After several weeks' suffering from nervous prostration, I procured a bottle of Ayer's Sarsaparilla, and before I had taken half of it my usual health returned."

#### Ayer's Sarsaparilla,

*PREPARED BY*

Dr. J. C. Ayer & Co., Lowell, Mass.  
Price \$1; six bottles, \$5. Worth \$5 a bottle.

A little more liberality on the part of your school officers would be cheerfully sustained by the people and taxpayers.

No teachers should be employed who are not worth \$50 per month, and school boards should set the example of paying for services what they are worth.

We fear our teachers and school officers do not weigh quite as carefully as they ought these *practical wise* words of Prof. S. S. Parr, Principal DePauw Normal School, Indiana:

"The live teacher who provides himself or herself with the proper tools for teaching, commands \$10 to \$50 more per month than those who do not."

This is true, because so much more work can be done, and so much better work can be done "with these proper tools for teaching."

An eight-inch Globe, a set of Maps, a good *Blackboard*, and *Reading Charts* are *absolutely essential* for the success of any school or any teacher. The pupils need these "helps" more than any one else.

Provision should be made by every school to furnish these tools to work with, without delay.

**OVER-EDUCATION.**

We are in no immediate danger of over-educating the people. The High School is blamed somewhat, and attacked, but we confess we fail to see upon what ground.

Here are some figures—which go to show that we are not over-educating in the High School at least.

In Chicago out of over 50,000 children enrolled, only 121 graduate from the High School each year.

In St. Louis, out of 50,000, only 83 complete the High School course.

Now, if this is the case under the best organized system in our large cities, what must be school attendance in the country districts, where for various reasons, children are out of school half the time and more?

Are we doing our full duty as citizens, as taxpayers, or to the children?

Prof. Parr, one of the most practical educators of the country and Dean of DePauw Normal School, Indiana, says:

"The live teacher who provides himself or herself with proper tools for teaching, commands \$10 to \$50 more per month than those who do not."

This is true, because so much more work can be done, and so much better work can be done "with these proper tools for teaching."

If the school is furnished with proper implements such as a Globe, Outline Maps, Reading and Writing Charts, Blackboards, etc., the children not only learn more, but they are able to fix what they do learn, clearly in the mind, and to hold it until it becomes a part of their very mental constitution—growing with their growth and strengthening with their strength.

More than this, these things have largely increased the attendance in all those schools where they have been furnished.

Children at once take more interest in their lessons, and attend more regularly.

The question, "What should we do?" answers itself by the action of the Directors in putting these helps into the schools.

Is any further argument needed?

Self-interest, economy, the law, the children, the living vital necessities of the day, urge and demand immediate action.

Can we not all co-operate so as to keep the schools open nine months in the year and provide for a minimum salary of at least \$50 per month?

We think this ought to be done without delay.

**Sunday School Picnics.**

Unusual low rates will be made known this season to Sunday Schools and kindred organizations who desire to charter a coach or special train to the following picnic grounds, within easy reach of St. Louis: Creve Coeur Lake, St. Paul, Bartold Grove or Washington, on the Missouri Pacific Railway; Montesano Springs, Jefferson Barracks, Cliff Cave or Arcadia, on the Iron Mountain Route.

For further information address,

H. D. WILSON,  
Excursion Agent,  
6th and Locust Sts., St. Louis, Mo.

**APPRECIATED.**

"Would he not be a comfort to our travel?"  
—SHAK.

THE efforts of Mr. James F. Aglar of the *Union Pacific Route*, to make the trip of the large Southern Delegation to the Golden Gate pleasant and agreeable, seems to have been highly appreciated by all who were so fortunate as to be members of this special excursion.

We have received a copy of the following resolutions signed by every member of the Delegation representing ten states, with a request to publish. We comply with pleasure, but there is not room enough left in the JOURNAL to publish the names.

*Headquarters Southern Delegation.*

BALDWIN HOTEL.

San Francisco, July 18th, 1888.

At a meeting of the Southern Delegation and their friends, held at their headquarters at the Baldwin Hotel on above date, the following resolutions were read and unanimously adopted:

WHEREAS, We, the Southern Delegation to the annual meeting of the National Educational Association, composed of teachers and their friends, have experienced a most delightful tour across the continent, via the great "Union Pacific," thoroughfare, on the special excursion which left St. Louis and Memphis on July 7th, therefore,

Resolved, That we hereby express our sincere thanks to the management of the *Union Pacific Railway* for the wise conception and complete execution of the plans of the excursion.

2d. That we in a special manner tender our grateful thanks to Mr. James F. Aglar, General Agent of the road at St. Louis for the able and princely manner in which he has conducted the excursion, also to his assistants for their efficient services and kindly courtesies during our long tour.

3d. That we commend the Union Pacific Route and the management which has made our excursion so successful and enjoyable, to all parties which may be formed in the future for crossing the continent.

**Among the Northern Lakes**

of Wisconsin, Minnesota, Iowa, Missouri and Dakota are hundreds of delightful places where one can pass the summer months in quiet rest and enjoyment, and return home at the end of the heated term completely rejuvenated. Each returning season brings to Oconomowoc, Waukesha, Beaver Dam, Frontenac, Okoboji, Hotel St. Louis, Lake Minnetonka, White Bear, Excelsior Springs, and innumerable other charming localities with romantic names, thousands of our best people whose winter homes are on either side of Mason & Dixon's line. Elegance and comfort at a moderate cost can be readily obtained. A list of summer homes with all necessary information pertaining thereto is being distributed by the CHICAGO, MILWAUKEE & ST. PAUL RAILWAY, and will be sent free upon application by letter to A. V. H. Carpenter, General Passenger Agent, Milwaukee, Wis.

Get some "tools to work with," early in the session. You can do ten times as much work and ten times better work, with *Blackboards, Maps, Globes and Charts*, than you can do without these "helps."

Get "some tools to work with."

THE setting aside of \$77,000,000 to be expended during a period of eleven years, and solely upon condition of the several states making a corresponding effort at self-help, is the most beneficent measure yet brought before Congress.

**BOOK-KEEPING, SHORT-HAND, TELEGRAPHY, PENMANSHIP, Etc.**

*Every Young Man and Woman*  
Who desires to better his or her condition in life, should write for the Catalogue of  
**BRYANT & STRATTON BUSINESS COLLEGE**  
NO. 406 THIRD STREET, LOUISVILLE, KY.

**NATURE VS. CRAM.**

The Teacher is Greater than the King:  
The King Rules Without, the Teacher Rules Within.  
Then what must the New Education be? Why, the  
Where-withal System, 2 Page Book Form, Illustrated and Demonstrated, \$1.00.  
Old Methods cost \$10.00 to \$17.00 per capita.—But what for?  
Remit by Registered Letter—other than Check or Draft.—No Key Wanted Ours.  
THE WHEREWITHAL MFG. PUB. CO., PHILADELPHIA.  
Originators and Sole Proprietors of the New Education.

"**HASKINS' COMMON SENSE CLASS RECORD**" the cheapest and best. 35 cts. each or \$3 for \$1. Try it.  
**C. N. HASKINS**, Publisher, COLUMBUS, OHIO  
2-2-12t

**SHORTHAND FREE.** Ten Lessons in Shorthand by Mail, **FARE OF CHARGE**. Send for first lesson and begin study at once. Address **WILL J. HUNSON**, Columbus, O.  
12-20-tf. Mention this Journal

Please mention this Journal in answering Advertisements.

**•MERWIN'S•****Improved \* Patent \* Gothic \* Desk.**

UNIVERSAL STEEL SUPPLIED WITH  
FOLDING SLAT SEAT Moulded on the  
SPRING STEEL SCREW HINGE.

**•OUR HOME ENDORSEMENTS•**

J. B. MERWIN, 1104 Pine Street, St. Louis:

DEAR SIR:—It gives me pleasure to state that the Desks and Seats which you put into the school rooms of this city, after a thorough trial of more than Eighteen Years give entire satisfaction. Not a single Patent Gothic Desk has been broken.

**The Improved Patent Gothic Desk,**

With curved Folding Slat Seat, with which you furnished the High Schools, are not only substantial and beautiful, but by their peculiar construction secure perfect ease and comfort to the pupil, at the same time they encourage that upright position so necessary to the health and proper physical development of the young. These considerations commend This Desk to all who contemplate seating School Houses.

Respectfully yours,

WM. T. HARRIS,

Superintendent of Public Schools, St. Louis, Mo.

• More than 600,000 of these desks have been sold; every one using them commends them.

Address: **J. B. Merwin School Supply Co.,**

DEALERS IN SCHOOL SUPPLIES OF ALL KINDS,

No. 1104 Pine Street,

ST. LOUIS, MO.

All the Latest Improvements Attached. Solid  
Double Tongue, Grooved, Continuous  
Curved Back and Seat. Unexcelled  
for Comfort and Durability.

## IMPORTANT SUGGESTIONS ON SCHOOL MANAGEMENT.

BY J. BALDWIN, PRESIDENT SAM HOUSTON NORMAL INSTITUTE.

[As the edition of the JOURNAL containing this excellent article by President Baldwin, was long since exhausted, we republish it at the request of a large number of teachers from several of the Western and Southern States.—EDS].

### SCHOOL APPARATUS.

School apparatus embraces all those instrumentalities used for the purpose of illustration in the lessons taught. Tools are not more important to the mechanic or farmer, than school apparatus is to the teacher. The good teacher is skillful in the use of it, or becomes so, and it more than doubles his efficiency.

The district school set of implements, alone, is here considered. Schools of a higher grade are usually well supplied with apparatus. Only in district schools, where apparatus is *most needed*, do we find a lamentable destitution of it.

#### I. THE BLACKBOARD HEADS THE LIST.

In all branches of study the *Blackboard* is in constant requisition. The teacher who ignores the blackboard deserves to be ignored by the school board. It is an open confession of inefficiency.

**EXTENT.**—The board should extend around the room, and should be from three to five feet wide. The bottom of the board should not be more than three feet from the floor. The teacher's board should extend up to the ceiling, to give place for programme, standing diagrams, etc. It is impossible to have too much *blackboard* surface in the school room.

**MATERIAL.**—Liquid slating is preferred by many to slate. Placed on a smooth plaster Paris wall, or a board, it gives entire satisfaction. *Slated paper*, attached to the wall, answers admirably. The superiority and cheapness of liquid slating have caused the disuse of all other materials. Liquid slating may be had of all leading dealers in school apparatus.

**ERASERS.**—During recitation, *each member* of the class should have an eraser. For a trifling outlay you can secure a sufficient number of the very best erasers.

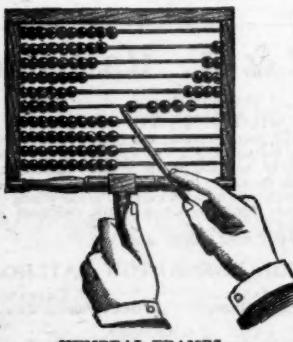
**CRAYON.**—The common cheap crayon gives the best satisfaction. If the erasing is done slowly, and with a downward motion of the eraser, the dust is not seriously offensive. Pupils need to be trained to erase properly.

**USE OF BLACKBOARD.**—The least competent and most obscure teachers use the board in mathematics. The skillful teacher uses it in *all* recitations. In language and grammar the exercises are written on the board, and sentences are diagrammed and parsed on the board. In geography maps are drawn on the blackboard and lessons outlined. In reading, words are spelled and defined; inflection, emphasis, pitch, force and quality of voice are marked. But it is needless to enumerate. The qualified teacher will no more attempt to teach without *ample* blackboard surface, than the farmer will attempt to farm without a plow.

#### II. READING APPARATUS.

Illustrated reading charts, slates and blackboards are all that are needed. To interpret and illustrate the lessons, every available object will be marshaled into service.

#### III. MATHEMATICAL APPARATUS.



NUMERAL FRAMES.

Form and number must be taught to children concretely. Every step must be first taken objectively. Interest, clear ideas and culture of the perceptive faculties result from this method.

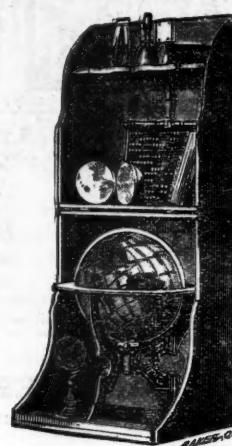
**GEOMETRICAL FORMS.**—These can be made by teacher and pupils, but it is better to secure a box of accurately made forms. These forms are of great value in illustration.

The numeral frame is of great value. Addition, subtraction, multiplication and division. The whole class watch the movement of the balls with interest. It should have a place in every school.

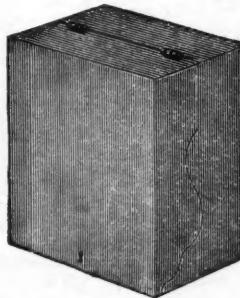
#### GEOGRAPHICAL APPARATUS

The earth is the real basis of instruction in this branch. Each lesson is based on the child's observation and experience. Correct teaching leads the child to observe and discover for himself. No definite ideas can be given without Globes and Maps.

**GLOBES.**—A globe in a hinged case, with lock and key, 8 to 12 inches in diameter, and a five inch hemisphere globe and a good magnet are needed. We present a cut of a *Globe*



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**MAPS.**—A set of outline maps, and local maps of the township, county and State, are indispensable. These maps, as well as the globes, will be advantageously used in every recitation. Only quack teachers are guilty of the crime of leaving these valuable aids unused. Shame on such stupidity and neglect.

#### COST OF A SET OF APPARATUS.

It is astonishing, when we find that the common school set of apparatus, consisting of a set of outline maps, blackboards, globes, reading charts, a magnet, etc., costing only from \$60 to \$80, that any school should be unsupplied. It is mortifying to know that less than *one-third* of the schools of the United States are supplied. Men squander millions on their appetites, and leave their children destitute of the necessities of intellectual life—judicious expenditure is true economy. Money invested in school apparatus pays the highest possible dividends.

#### IV. USE OF APPARATUS.

A prominent work in normal schools and normal institutes is to train teachers in the use of apparatus. But without such training the ingenious teacher may work up to a high degree of skill.

Teaching is decidedly a common sense work. Here is the child to be educated.

Here are the instrumentalities. Good judgment guides in the application of means to ends.

The teacher is an artist. He fashions immortal spirits. Here, avoidable mistakes and the withholding of the necessary educational helps and the best instrumentalities are worse than crimes.

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These tools to work with are absolutely essential to success. Will school officers as well as teachers please remember that the most eminent, experienced and practical educators we have, say it is a fact that with a set of outline maps, charts, a globe and a blackboard, a teacher can instruct a class of twenty or thirty more effectively and profitably, and do it in less time, than he would expend upon a single pupil without these aids.

In other words, a teacher will do twenty or thirty times as much work in all branches of study with these helps, as he can without them—a fact which School Boards should no longer overlook.

Teachers owe it to their pupils, to their patrons, and to themselves, to secure every facility to accomplish the most work possible within a given time. These facts should be urged until every school is amply supplied with blackboards all around the room, a set of outline maps, a set of reading charts, a set of physiological charts, a globe, crayons, erasers, a magnet, etc., etc.

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